

Mellichamp Elementary

350 Murray Rd
Orangeburg, SC 29115

Grades	K-5 Elementary School	
Enrollment	234 Students	
Principal	Beverly Stroman-Spires	803-534-8044
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Kalu Kalu	803-534-5454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	64	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes

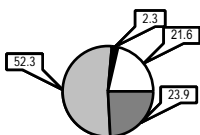
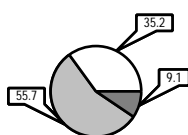
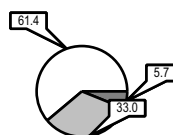
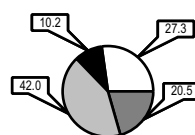
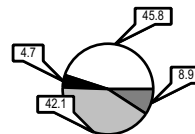
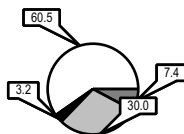
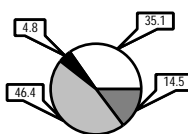
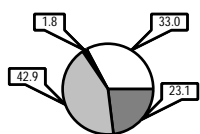
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	100	100.0	22.5	51.7	23.6	2.2	33.7	Yes	Yes
Gender									
Male	45	100.0	17.5	57.5	25.0	0.0	32.5		
Female	55	100.0	26.5	46.9	22.4	4.1	34.7		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	97	100.0	23.3	51.2	23.3	2.3	33.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	19.7	50.7	26.8	2.8	38.0		
Disabled	18	100.0	33.3	55.6	11.1	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	100	100.0	22.5	51.7	23.6	2.2	33.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	100	100.0	22.5	51.7	23.6	2.2	33.7		
Socio-Economic Status									
Subsidized meals	92	100.0	24.4	50.0	23.2	2.4	34.1	Yes	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	100	100.0	36.0	55.1	9.0	0.0	23.6	Yes	Yes
Gender									
Male	45	100.0	35.0	52.5	12.5	0.0	22.5		
Female	55	100.0	36.7	57.1	6.1	0.0	24.5		
Racial/Ethnic Group									
White	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	97	100.0	36.0	57.0	7.0	0.0	22.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	82	100.0	29.6	59.2	11.3	0.0	28.2		
Disabled	18	100.0	61.1	38.9	0.0	0.0	5.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	100	100.0	36.0	55.1	9.0	0.0	23.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	100	100.0	36.0	55.1	9.0	0.0	23.6		
Socio-Economic Status									
Subsidized meals	92	100.0	35.4	56.1	8.5	0.0	24.4	Yes	Yes
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	100	100.0	61.8	32.6	5.6	0.0	5.6
Gender							
Male	45	100.0	60.0	35.0	5.0	0.0	5.0
Female	55	100.0	63.3	30.6	6.1	0.0	6.1
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	97	100.0	64.0	30.2	5.8	0.0	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	82	100.0	54.9	38.0	7.0	0.0	7.0
Disabled	18	100.0	88.9	11.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	61.8	32.6	5.6	0.0	5.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	100	100.0	61.8	32.6	5.6	0.0	5.6
Socio-Economic Status							
Subsidized meals	92	100.0	62.2	32.9	4.9	0.0	4.9
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	100	100.0	28.1	41.6	20.2	10.1	30.3
Gender							
Male	45	100.0	32.5	30.0	25.0	12.5	37.5
Female	55	100.0	24.5	51.0	16.3	8.2	24.5
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	97	100.0	29.1	43.0	18.6	9.3	27.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	82	100.0	21.1	43.7	23.9	11.3	35.2
Disabled	18	100.0	55.6	33.3	5.6	5.6	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	28.1	41.6	20.2	10.1	30.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	100	100.0	28.1	41.6	20.2	10.1	30.3
Socio-Economic Status							
Subsidized meals	92	100.0	28.0	42.7	18.3	11.0	29.3
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	41	97.6	12.5	37.5	42.5	7.5	50.0
	4	39	100.0	30.8	51.3	17.9	N/A	17.9
	5	46	100.0	10.9	73.9	15.2	N/A	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	3.6	53.6	35.7	7.1	42.9
	4	32	100.0	24.1	55.2	20.7	0.0	20.7
	5	35	100.0	35.5	48.4	16.1	0.0	16.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	41	100.0	9.8	65.9	22.0	2.4	24.4
	4	39	100.0	28.2	48.7	23.1	N/A	23.1
	5	46	100.0	17.4	69.6	8.7	4.3	13.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	21.4	75.0	3.6	0.0	3.6
	4	32	100.0	37.9	51.7	10.3	0.0	10.3
	5	35	100.0	45.2	41.9	12.9	0.0	12.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	60.7	39.3	0.0	0.0	0.0
	4	32	100.0	58.6	31.0	10.3	0.0	10.3
	5	35	100.0	64.5	29.0	6.5	0.0	6.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	14.3	32.1	32.1	21.4	53.6
	4	32	100.0	24.1	51.7	13.8	10.3	24.1
	5	35	100.0	41.9	41.9	16.1	0.0	16.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 234)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.9%	Down from 4.3%	3.9%	3.0%
Attendance rate	96.4%	Down from 96.8%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.0%	Down from 15.2%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%	Down from 13.5%	5.4%	3.2%
Eligible for gifted and talented	1.0%	Down from 5.2%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Down from 10.9%	8.1%	8.2%
Older than usual for grade	3.8%	Down from 4.4%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	66.7%	No change	50.0%	52.6%
Continuing contract teachers	85.2%	Up from 70.4%	77.3%	83.3%
Highly qualified teachers	87.0%	Down from 95.2%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	80.4%	Down from 85.7%	83.0%	87.0%
Teacher attendance rate	96.4%	Up from 93.8%	94.9%	95.0%
Average teacher salary	\$40,906	Up 1.9%	\$40,233	\$41,703
Prof. development days/teacher	12.4 days	Down from 14.1 days	14.3 days	12.8 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 15.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 88.1%	88.7%	89.8%
Dollars spent per pupil*	\$10,206	Up 14.3%	\$7,401	\$6,242
Percent of expenditures for teacher salaries*	62.1%	Down from 68.6%	63.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mellichamp Elementary School is a school-wide Title I school serving 287 students in pre-kindergarten through the fifth grades with 95% minority and 90% poverty ratings. Mellichamp houses five self-contained district special education classes for preschoolers and autistic children. Our SACS/School Renewal Plan was approved in the spring of 2005 and includes action plans for English language arts, mathematics, science, social studies, school climate, teacher/administrator quality, and the arts.

Our students are steadily making gains as documented through the Palmetto Achievement Challenge Test (PACT). The 2004 PACT data showed that Mellichamp exceeded the district PACT average in 3rd grade ELA, math, & social studies; in 4th grade ELA, math, & social studies; and in 5th grade ELA, math, science, & social studies. Additionally, Mellichamp exceeded the state PACT average in 3rd grade ELA, math, & social studies and in 5th grade ELA and math. In 2004, Mellichamp met Adequate Yearly Progress as defined by No Child Left Behind.

To continue this upward trend, academic assistance includes in-school tutoring for teacher recommended third graders along with fourth and fifth graders who scored below basic in ELA and/or math. Summer school is provided for all students in kindergarten through the third grades based on teacher recommendation and for fourth and fifth graders who are not meeting grade level standards as determined by PACT. Fourth and fifth graders who scored Proficient and/or Advanced on one or more of the PACT subtests experience an academic enrichment Saturday Academy during the last semester. Identified gifted and talented third and fourth graders attend a weekly pullout program while fifth graders attend a magnet school for the academically talented.

Home communication continues to be a top priority since parents are a vital link in our students' academic successes. There are fall and spring Parent Conference Days for parents to meet with teachers and discuss students' current academic progress. Monthly Family Fun Literacy Nights encourage home/family/community activities. Based on the 2004 South Carolina State Department's School Report Card survey of teachers and parents, the areas of strength were strong school-wide expectations, challenging academics, positive school climate, and effective principal leadership/communication.

Mellichamp completed year two of the State Improvement Grant focusing on behavior and reading. The data from 2003-04 to 2004-05 showed a significant 45% reduction in discipline referrals.

In June 2005, the Education Oversight Committee proudly recognized Mellichamp as one of the 132 elementary and middle schools from among 833 statewide schools who closed the achievement gap among students of differing economic, racial, and ethnic groups.

Beverly Stroman-Spires, Principal
Nicole Dunning, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	27	23
Percent satisfied with learning environment	91.7%	88.9%	82.6%
Percent satisfied with social and physical environment	92.0%	77.8%	91.3%
Percent satisfied with school-home relations	45.8%	77.8%	68.2%

*Only students at the highest elementary school grade level at this school and their parents were included.